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ABSTRACT

Adding new chapters on emergent literacy, special needs children, and technology in the reading/writing classroom, the second edition of this book emphasizes that teaching children how to read and write is not enough--teachers must create an environment that invites children to want to read and write for real, communicative purposes. Chapters in the book are (1) The Development of Language; (2) The Reading Process; (3) The Writing Process; (4) Emergent Literacy; (5) Assessing Children's Reading and Writing Progress; (6) Working with Children with Special Needs; (7) Using the Cueing Systems; (8) Creating Meaning with Text; (9) Basal Readers in the Reading/Writing Program; (10) Literature in the Reading/Writing Program; (11) Assisting Children with Content-Area Reading; (12) Planning for Literacy Instruction throughout the Day; and (13) Reading, Writing, and Technology: Making the Connection. An epilogue presents essays by 4 classroom teachers that describe how they plan meaningful, integrated curriculum activities for their learners. Contains references to over 400 professional resources and over 200 works of children's literature. Appendixes present instructions for bookbinding; analytical traits writing assessment; position statements on standardized testing, grade equivalents, and literacy assessment; and 45 phonics generalizations. (RS)

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